CONTENTS

2. The place of the emotional life in and the influence of emotional educating on the personal actualization of the child

       2.1 Introduction

       2.2 A longitudinal view

              2.2.1 The baby or suckling

              2.2.2 The toddler

              2.2.3 The preschool child

              2.2.4 The primary school child

              2.2.5 The secondary school child

              2.2.6 Summary

3. Disharmonious affective educating

4. Summary

5. References

CHAPTER 3
SOME PSYCHOTHERAPEUTIC PRACTICES FOR ASSISTING THE AFFECTIVELY DISTURBED CHILD

1. Introduction

2. Theoretical models and "methods of treatment"

       2.1 The biophysical model

       2.2 Behavioral model

       2.3 The psychodynamic model

               2.3.1 The psychoanalysis of Sigmund Freud

                     2.3.1.1 Freud's "method of treatment"

                     2.3.1.2 Psychodynamic model: contemporary status   and methods

       2.4 The sociological model

       2.5 The ecological model

       2.6 Contra-theories

3. A closer view of some psychotherapeutic practices

       3.1 The client-centered therapy of Carl Rogers

              3.1.1 Rogers' theory of personality

              3.1.2 The origin of disturbed behavior

              3.1.3 Client-centered therapy

       3.2 The behaviorist approach and methods

              3.2.1 Theoretical foundations

              3.2.2 The origin of disturbed behavior

              3.2.3 Therapeutic methods

       3.3 Family therapy

              3.3.1 Introduction

              3.3.2 The origin of disturbed behavior

              3.3.3 Aims of family therapy

              3.3.4 Family therapeutic methods

4. Conclusion
5. References

CHAPTER 4
PLANNING AN ACCOUNTABLE ORTHOPEDAGOGIC THERAPEUTIC
PRACTICE FOR THE AFFECTIVELY DISTURBED CHILD
1. Introduction
2. Pedagogical foundations for planning a pedotherapeutic
practice for the affectively disturbed child
    2.1 The fundamental pedagogical foundation of pedotherapy
        2.1.1 The pedagogical relationship
        2.1.2 The pedotherapeutic aim in fundamental
pedagogical
            perspective
        2.1.2.1 Meaningful existence
        2.1.2.2 Self-judgment and self-understanding
        2.1.2.3 Respect for human dignity
        2.1.2.4 Morally independent choosing and acting
        2.1.2.5 Responsibility
        2.1.2.6 Norm identification
        2.1.2.7 Philosophy of life
    2.2 The psychopedagogical foundation of pedotherapy
        2.2.1 Affective or emotional guidance in the
            pedotherapeutic situation
        2.2.2 Cognitive or knowing guidance in the
            pedotherapeutic situation
        2.2.3 Normative meaning-giving guidance in the
            pedotherapeutic situation
    2.3 The didactic-pedagogical foundation of pedotherapy
        2.3.1 The pedotherapeutic aim in didactic-pedagogical
            perspective
        2.3.2 Reducing the orientational content in the
            pedotherapeutic situation
        2.3.3 Stating the problem in the pedotherapeutic
            situation
        2.3.4 Ordering the orientational content in the
            pedotherapeutic situation
3. The practice of assisting the affectively disturbed child
    3.1 Pelotherapy
        3.1.1 The pedotherapeutic procedure
        3.1.2 The course of pedotherapy
        3.1.2.1 Actualizing foreknowledge
        3.1.2.2 Stating the problem